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ABSTRACT

Some of the problems involving language education and the employability of translators are discussed here. (1) The selling of translation, when compared with the more marketable skills in areas such as accounting, physics, etc., is an issue in the translator's employability. It is more difficult for a translator to measure quantitative contributions to a corporation. It is the responsibility of language schools to demonstrate translators' monetary value to prospective employers and to prepare students to use quantitative tools to prove their effectiveness. (2) Interaction between education and industry can further the process of giving quality education. A liaison between faculties of language schools and sciences and the industrial staffs of companies that may need translation could assign outside professionals as part-time teachers to give language students a view of developments in business and technology. (3) Acquaintance with modern tools of communication, such as overhead projectors, microfiche, automatic typewriters, remote time-shared computer terminals and automatic information processing systems, is necessary for the translator. The language education field has been slow to recognize and teach about these developments, but some affiliation with departments of computer or information science would be helpful in establishing communications curricula for translators. (CHK)

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How Can Language Schools Enhance the Professional Relevance of the Translator?

by Erhard Lippmann

I would like to discuss some of the present and potential problems which I see at the intersection of language education and employability of translators. Some suggestions for the resolution of these problems, based on my personal experience, will be made; there may well be more congruous solutions which have escaped my notice at this time. The principal purpose of this paper is to draw the attention of those responsible for the language education of translators to a set of issues which currently seems to be of significance to many people in the translation field. It is hoped that a discussion of those issues will be of use to the language educators in assessing some of their future plans and practices.

At the outset let me define the terms "language schools", "professional relevance", and "translator" as they are to be understood in this paper: (a) "language school" refers to an institution of higher learning or a department thereof concerned with the theoretical and practical training in the art, craft and science of translation; (b) "professional relevance" is intended to be taken as a sensitivity to better and more career opportunities in today's changing world of international communication, commerce, teaching and technology; (c) "translator" primarily denotes a neophyte translator wishing to pursue a commercial or scientific/technical career.

The set of issues is tripartite: the selling of translation, the interaction between education and industry, and the acquaintance with modern tools of communication. The discussion of each issue will comprise a brief description, a suggested solution, and a case in point. Although the issues are stated individually, they are fundamentally intertwined.

1. The Selling of Translation

1.1 The issue

In contrast to students of such disciplines as computer science, marketing, accounting, physics, engineering, and other scientific endeavors--who, to the casual observer, appear to have good fortune thrust upon them with respect to job opportunities and financial success--the hard-working and conscientious student of languages does not normally seem to obtain commensurate economic rewards. In addition to their strong industrial demand, computer science, marketing, and the sciences frequently seem to draw the student who is leadership-oriented, highly ambitious, apt to anticipate industry's needs and preferences, and capable of selling his or her services and ideas by applying good logical reasoning. Thus the "products" of language schools, i.e., the translators, have to compete more diligently for priorities in the employment of their services than other professions which can demonstrate their direct contribution to a company's profitability or cost displacement. Even in organizations with a high percentage of international business dealings the allocation of corporate resources to language-oriented activities appears to be small as compared to clearly quantifiable "high payoff" applications. This corporate fact of life points up the overriding importance of being able, whenever possible, to quantify the impact of a group's activities on the success of the business. Which group of linguists, translators, interpreters or other communication-based professions within organizations have applied--or have attempted to apply--*quantitative* methods to *measure* their contribution to the organization in terms of the magnitude of potential savings, return on investment, or contribution to a company's ability to perform its functions more efficiently?

1.2 A recommendation

In fact, the question actually contains an answer to making effective use of the opportunities and challenges which may lie ahead in the translator's profession. It is the responsibility of the language schools not only to demonstrate to prospective employers of students what value may be added by the utilization of translation to the aggregate value of an organization's line of business, but also to prepare the students themselves to comprehend and, if appropriate, utilize quantitative tools to prove their effectiveness in a company's operation.

Although it has probably always been easier to demonstrate benefits of traditional applications on the engineering, marketing or costing side by measuring the reduction of labor costs or capital needs or increasing earnings and profits by direct sales, more and more applications are emerging which, at present, cannot so readily be quantified. What about an application which permits a corporation to enter a new business area or obtain a significantly higher revenue from an old business? What about an application which results in a better flow of information to management, providing more timely data; or an application that results in improved customer service? Translation can essentially contribute to the implementation or enhancement of such applications and of existing ones, if the language educators and translators are cognizant of these problems, understand how to sell their professional know-how in these areas, and prove to business management what it might lose if it neglected to take advantage of translation services.

It would certainly be worth while for the language educators and the translators they are producing to consider attempts to deal quantitatively with subject matter, even if it appears to have essentially qualitative features. They must arouse management's curiosity and be prepared to demonstrate a need for their service while "translating" recommendations into monetary benefits. It is not the obligation of industry or any other organization to give jobs to the graduates of the language schools; rather, it is the language schools and their students that have to convince business and other potential employers of the benefits which will accrue to them by employing competent translators and related linguistic services.

1.3 A case in point

Assume complex equipment is to be transferred from country A to country B where a completely different language is spoken. Due to the complexity of the equipment, maintaining it would impose special demands on the service people of country B. Management is considering the translation of the maintenance documentation; however, due to the fact that the service people of country B have learned the language of country A reasonably well and have been trained as technicians in that language, the decision is made not to translate the material at all. Moreover, the service people, proud of their foreign language knowledge, express a dislike for translated documentation, preferring to use the manuals of the language of country A instead. The translators, fully aware of those facts (i.e., language training of the service people and their dislike of translations) and *entirely unacquainted with quantitative evaluations and experimental analyses* which could be applied to these outwardly qualitative facts, acquiesce, undoubtedly losing a significant assignment and seeing their influence diminish.

Although this may be a hypothetical case, it was precisely in such a maintenance service environment that rigorous translation assessment techniques (performance testing) were applied and statistically evaluated (Sinaiko and Brislin, "Evaluating language translations: experiments on three assessment methods," *Journal of Applied Psychology*, 1973, 57(3)). Performance tests can be scored objectively, since they demonstrate the quality of a translation by observable behavior of the subjects. Maintenance performance of foreign English-trained technicians was measured using (1) high-quality translations produced under control, (2) low-quality translations produced without control, and (3) the original English source language material. From the detailed statistical data, the following performance task accuracy figures are extracted and summarized:

Material used	Subjects	No Errors	Errors
High-quality translation	English-trained technicians	73.1%	26.9%
Original English	English-trained technicians	40.7%	60.2%
Original English	Native U.S. technicians	73.2%	26.7%

These figures demonstrate that working in their native tongue resulted in significantly better scores than using a second language, even if the specialists had been trained in that language and spoke and liked it reasonably well. (However, concurrent performance rating using two low-quality translations resulted in low scores, viz. 40.3% 59.7% and 11% 89.0%, respectively).

2. The Interaction Between Education and Industry

2.1 The issue

The principal consideration of the faculty of a school should be the way in which quality education can be instituted at both the graduate and the undergraduate level. Quality education has been defined as an education "exposing students to a wide range of educational opportunities, providing them with many different kinds of learning experiences..." (Muscatine, "Can a university offer quality education?," *College Management*, 1967, 2(5)). If one agrees with this rather general definition, it is reasonable to assume that classroom teaching emphasizing the fundamentals of one or more languages and the application of translation methodology, even when imparted by the professorial elite, cannot by itself equip the students with quality education. As far as I could ascertain, novel learning experiences which may be the product of an exciting dialogue between language education and industry have not yet been exploited in translation-not even in translation workshops dealing with a variety of material under the supervision of experienced professional translators. It is precisely such learning experiences which could be achieved by including in the curricula not only translation-oriented courses, but also courses which may be on the periphery of translation, and courses which essentially contribute to an enhancement of the translator's role as an influential factor in business and society.

2.2 A recommendation

One way to accomplish the dissemination of knowledge to enhance the translator's role in business and society would be the establishment of a liaison between faculties of language schools, faculties of sciences, and the industrial staffs of suitable companies and organizations which may have a stake in the area

of translation. I am focussing here on the interaction between language school faculties and industrial experts, although it should be recognized that advice from the scientific academic community, transmitted in non-technical language, would be an additional boon to the learning experience of the student.

What is recommended is the assignment of practicing outside professionals (qualified economists, information scientists, engineers, business administrators, etc.) as part-time or short-term but fully accredited members of the language school faculties. This suggestion is not meant to imply that fundamental principles of language learning should be partially relinquished in favor of techniques of analysis. Nor is it meant to imply that students who have elected to put their minds to languages are to be channeled into a course of study they may viscerally dislike. Without doubt, in striking a balance between language-oriented courses and techniques of analysis, it is preferable to err on the side of language teaching; otherwise, the student may as well take up statistics, cost accounting, engineering, etc., with languages as an adjunct skill. However, it is desirable to give the neophyte translator the opportunity to become acquainted with exciting new phases in business and technology and with novel aspects in the translaton business early in his development, and this makes it worth having schools find some way to offer such instruction.

Clearly, such a proposal raises additional questions some of which can only be indicated at this point: How does this suggestion differ from arrangements between language schools and language practitioners which might already exist? Can the schools afford to attract the new instructors from industry? What should the educational qualifications and the teaching abilities of those instructors be? The latter question is of high significance, because the natural selection and gravitation of students to languages evidences, in spite of exceptions that must be noted in some instances, a non-scientific background and often an aversion to applying scientific tools. It is therefore imperative that the instructor master the art of reducing analytic complexities to easily understandable concepts in order to avoid the linguistic incomprehensibility which would "turn off" the student's interest and perhaps negate the intent of this approach.

2.3 A case in point

Although cooperative programs between universities and industry have been in operation for years, the preponderance of such programs have been in the technological and scientific domains, with economics and business administration trailing somewhat behind. A few of the universities which are effectively using industrial adjunct professorships in such domains are Harvard, Carnegie-Mellon, Columbia, Stanford, MIT, Princeton (USA), Vancouver, Waterloo (Canada), Bristol, Exeter, Oxford (England), Edinburgh (Scotland), Lausanne (Switzerland), Freiburg, Stuttgart (Germany), and Paris (France). The only language school known to me to have employed the services of qualified representatives from industry (technical editors and terminologists) is the Auslands- and Dolmetscherinstitut in Germersheim, Germany, now integrated with the University of Mainz.

Whereas in the science and engineering departments and other quantitatively-oriented curricula one can presuppose rather uniform analytic prerequisites on the part of the students, the "industry professor" will find it of paramount importance to adjust course content to the non-scientific background of language students. He will often have to begin by covering elementary concepts and--throughout the course--will have to define his terminology very carefully. The function of the "industry professor" in a language school will have to embody more than the transmission of expert information: he must possess a high degree of reductive teaching ability. In 1972 and 1973 I implemented and taught four advanced courses in computer science at the Department of Mathematics, University of Exeter, England. During the same period I was invited to give a cross-disciplinary seminar on computational linguistics and computational aids in translation, attended by a large number of traditional linguists and liberal arts students. I recall the relatively great amount of time I had to invest in reducing abstract logical concepts to concrete exemplification and trading off mathematical precision against general comprehensibility for the cross-disciplinary seminar.

3. The Acquaintance With Modern Tools of Communication

3.1 The issue

While the information growth rate has greatly accelerated, doubling knowledge every twenty years in this century, the tools needed to communicate this information have grown more diverse during the same period. The types of communication devices now range from simple mechanical units such as overhead projectors and microfiches to automatic typewriters and remote time-shared computer terminals, all devised to improve the transfer of information. In addition to the advancement in communication devices, information processing *systems* have emerged, ranging from automatic text editors to highly sophisticated information retrieval systems.

However, whereas the scientific and business-oriented disciplines have taken steps to capitalize on the employment of such devices and systems and in-

struction in their use, language schools have characteristically been slow to take advantage of innovations in communication systems. Given the fact that modern communication methods are rapidly replacing the traditional manual organization in business life--especially in marketing, publishing, finance, government, military, health services, manufacturing, engineering, transportation, the media, and even in many libraries--the situation in language education is astonishing. Although communication tools are inextricably intertwined with the spoken and written word and serve to enhance its aspects at every level of human communication, with the exception of some low-cost non-automatic aids, widespread teaching or usage of sophisticated communication methods in the linguistic disciplines does not exist. This disinclination to employ and teach those methods, perhaps contributing to a reluctance to apply those tools in one's later job, may be attributed to a number of factors, which include:

1. The expense of acquiring sophisticated communication tools by the language schools, which are not normally endowed with the grants and research support proffered to the science and engineering departments by an industry expecting the fruits of invention to follow fast on the heels of scientific discovery.

2. The unlikeliness of basic inventions in communication methods, or even developments of existing techniques, arising from within the language schools and professions, contributing to a lag and to learning difficulties in adopting procedures developed in the scientific fields.

3. The lack of suitable instructors and proper teaching methods oriented toward the language students who, if they were interested in modern communication methods, might have to fend for themselves in the science and engineering departments.

4. Sporadic expressions of misunderstanding and antagonism against some vague concept of "machines", found sometimes even in today's trade literature for the language professions.

5. An occasional disposition to preserve the status quo and to do things the tried and true way of the old-school tradition, because it is safe and easily comprehensible, in contrast to the scientific disciplines which seem to relish forging ahead in the development of leading-edge applications.

3.2 A recommendation

In the humanities curricula at various universities some progress has been made in the introduction of courses on methods of communications, where such courses seem to be affiliated with departments of computer and/or information science (e.g., Kansas, Cornell, Caltech, Berkeley, Stanford, Texas, Ohio, SUNY-Buffalo). Consultation with proper representatives of those institutions would be a worthwhile first step in establishing desired curricula in communications methodology for translators. However, language schools have special requirements, and one should carefully consider which courses to adopt or adapt to the requirements and wishes of translators (word processing, text manipulation techniques, information storage and retrieval) and which ones to forsake or offer only on an optional basis (theoretical linguistics, mathematical linguistics, analysis of stylistic patterns).

In the context of acquainting the translator with modern tools of communication, important topics to be tackled could be investigations into questions such as: How can the words be moved faster and more efficiently from the sender to the receiver? How can the translator's burden of preparing manuscripts be lightened, freeing his energies for more interesting and urgent aspects of translation per se? What types of semi-automatic or automatic procedures are available to telescope the entire translation generation process, from the initiation of the translation to the finished version? What categories of word or text acquisition systems exist and what are the techniques, advantages and drawbacks of typewriters, video displays, speech recording, and optical character reading? Which computer methods are applicable as special aids in translation? Which communication tools are the most cost-effective in different translation work environments? Are there any viable prospects for automatic translation of natural languages by machine?

3.3 A case in point

Over the past few years the acquisition of text through typing has been greatly enhanced by a variety of automatic devices which simultaneously record the text in machine-readable form. The fundamental advantage in using such devices, ranging from office typewriters equipped with magnetic tapes to video display terminals connected over telephone lines to a computer, lies in the ability to revise written information easily and rapidly, in automatic re-typing and typesetting operations, and in the manipulation of text by a computer in a variety of ways. While the technology of such devices and systems is improving continually, their potential productivity seems to be constrained by the performance of a human typist. If it were possible to transmit text (e.g. a translation) by typing to such a device at a faster rate, productivity would be increased beyond the efficiency which the machine technology is capable of offering.

In fact, a typing method was studied in which the user typed an abbreviation rather than the entire word

whenever a particular word was encountered, on a typewriter which was simultaneously connected to a computer. A computer program, which had to manipulate the text for other purposes anyhow, then expanded the abbreviations into the entire words. If the entire word was typed instead of an abbreviation, there was no consequence other than the increase in the number of key-strokes which the typist made; it did not produce an error in the final document. For example, the words "the", "number", "duration" and "different" may or may not be abbreviated by "h", "n", "drn" and "dft", respectively.

Schoonard and Boies ("Short-type: a behaviorial analysis of typing and text entry," *Human Factors*, 1975, 17(2)) discovered that "(1) over 90% of the to-be-abbreviated words were detected by the typists; (2) the error rate in selecting and typing abbreviations was no greater than the error rate in typing words which were not abbreviated; and (3) the substitution process did not adversely affect the keystroke rate." On the basis of these studies the investigators conclude that the abbreviation technique is a practical way to improve typing performance.

Although typing of text is only a peripheral operation as far as the essentially intellectual task of translation is concerned, it is nevertheless an absolutely necessary work component for presenting the finished version to the receiver. Therefore it is conceivable to examine abbreviated typing more closely as a helpful communications tool in the entire process of translation and even to look into what might happen to the detection, error and key-stroke rate, if text is transcribed from an auditory source (including mispronunciations and poor enunciation) rather than from written text.

Afterword

The presentation of the set of issues and the recommendations are in no way intended to be argumentative. Some language educators may find one or more of the recommendations appealing, while others may feel strong reservations: this is merely indicative of the dialogue on the present state in language education where many of today's students are known to be goal-oriented and concerned about the promise of professional training in translation. A comparable presentation 10 years hence will most likely enumerate a different set of issues, as some problems will be resolved and additional ones will emerge. It is hoped that, by discussing the issues in a professional publication, some progress will be made toward elucidating and perhaps even solving them for the benefit of our language education.

TERMINOLOGY DATA BANK SURVEY

By now our members should have received a questionnaire for a survey which is sponsored by ATA in collaboration with the Translation Center of the Department of Modern Languages and Literatures at Carnegie-Mellon University, Pittsburgh, Pa. The survey will serve to establish the terminology requirements of translators and others who have a need for terminological help and assist them in their future work.

This survey presents an opportunity for ATA to give even better service and simultaneously expand its influence in the area of information processing and computing. More and more areas in linguistics are being affected by computer technology, and a strong concern with its implications will enhance ATA's role as an influential society of translators and thereby directly benefit you.

Everyone interested in enhancing the art, craft and science of translation is strongly urged to participate in the survey. The survey consists of two easily answerable parts: 1) one self-completed part with a series of list-type questions, and 2) a comment part providing the chance to state your views or give additional background information on your present resources for satisfying your terminological requirements. Whatever your views and requirements are, please complete and return the questionnaire as soon as possible. Anyone who has not received the questionnaire can obtain one by writing or calling our Staff Administrator, Mrs. Rosemary Malia, ATA, P.O. Box 129, Croton-on-Hudson, N.Y. 10520. Tel. 914-271-3260.

PROBLEM CORNER

From time to time, we all run into terminological problems that we are unable to solve from available resources. In this column *Chronicle* readers can query each other and pool their knowledge, especially with regard to obscure terms in the more common languages. Here are a few simple rules of the game:

–Each question should relate to one and only one term (or other problem), with the context stated, when necessary, as briefly as possible.
–Names of querists will be published only upon request.
–Respondents will be identified by name and place of residence unless they request otherwise.
–In providing answers, please be as concise as possible. Give references when they are known.
–Address questions and/or answers to:
PROBLEM CORNER –ATA Chronicle
P.O. Box 129, Croton-on-Hudson, NY 10520

(**Problem Corner** is a contribution of Donald A. Sinclair of Ottawa)

NEW QUESTIONS

Which – A frequent contributor to the Problem Corner signs her/him-self as the Which of And/Or. What is a Which?
Schutzbegehren – The part of patent claims defining the invention as differentiated from the prior art. Is there an exact equivalent in English?
Caricom – Designates a Caribbean contract. Used in titles only. Something like "Caribbean Common Market? ? "

LETTERS TO THE PROBLEM CORNER

From Nancy Winters, Quincy; Illinois:
"In Gardner-Denver Company's 1974 Annual Report, they speak of 'Translation of Foreign Currencies.'
Surely, this should be **Conversion** of currencies?
I have checked other Annual Reports, and opinion seems to favor conversion, but translation has its supporters.
Would any readers care to comment? "

From Natasha Ostroumoff, Buenos Aires, Argentina:
"I am a new student member of ATA and regularly receive the Chronicle, which I read with great interest.

I work as a bilingual secretary (English/Spanish) and also do a lot of translation in the commercial legal, and personnel fields. I am also attending translation classes ... I wonder whether you could possibly help me to find a suitable translation for:
trámite – meaning transaction, thing one has to do in banks, official departments, etc.
Voy a llegar tarde a la oficina hoy pues tengo que hacer un trámite. (I'm going to be late to the office today as I have to... run some errands... do some things ...) It doesn't sound quite correct to me.

shuttle-service – servicio de puente?

expediente – **Ese expediente está detenido en Mesa de Informes.**
That file (matter, subject) is still at the Information Desk.

Thank you for your help."

– From Lydia Balk, Clifton, New Jersey:
I understand questions are needed for the Problem Corner. Here are some:

Le filtre lenticulaire
la vanne d'encadrement

They are components of chemical process equipment; also

Genussmittel

The reference here is to substances, such as tea or coffee, as opposed to foodstuffs, such as eggs, milk, etc. The dictionary mentions "luxury' as a translation for Genussmittel but is not what I am looking for.

RESPONSES TO PREVIOUS QUESTIONS

Kabinett (IV,4) – From Margot B. Licitis, Philadelphia: Please refer to Frank Schoonmaker's Encyclopaedia of Wine, which defines it as, in general, a wine of superior quality.

– From Paul A. Needham: 'Private Stock' is a good translation, as the term 'Kabinett' comes from a time when the best wine was set aside for special occasions. The term's presence on a label now indicates that the producer considers it one of his best wines and that government testers found its production and taste to be in accordance with the labelling laws. Reference: The Signet Book of Wines by Alexis Bespaloff (1971).

– From the Which of And/Or: I agree that 'Private Stock' is a good translation.

–From Vladimir Nekrassoff: Cabinet wine: (1) A bottled German Rhine wine usually representing the vintner's choice of his best wine; (2) any wine of excellent quality (Webster's Third New International Dictionary, Unabridged).

Cutie pie (IV,5) – From V. N. Nekrassoff: A radiation survey meter used to determine exposure levels or to locate possible radiation hazards. German: *Warngerät, Monitor* or *Überwachungsgerät.*

– From Herbert Pomerance, Oak Ridge, Tennessee: At Brookhaven Lab they call it a CP meter, but the catalogues still list a hand-held air-ionization meter as the Cutie Pie, so named by the Oak Ridge engineer during the Manhattan Project days who built the first one and named it for his wife.

– From Steven T. Murray, Oakland, California: Dosimeter.

Grünsalz (IV,5) – From V. N. Nekrassoff, Ottawa: Uranfluorid [Uran (IV)-fluorid, UF_4], i.e. uranium tetrafluoride, if the querist was dealing with a paper on nuclear chemistry.

– From Lydia R. Balk, Clifton, New Jersey and Astrid Werner, Murray Hill, New Jersey, quoting Hachh's Chemical Dictionary: "a wood-preserving solution containing potassium dichromate, copper sulfate and arsenic acid."

Pig (IV,5) – From V. N. Nekrassoff: A heavily shielded container, usually lead, to shield or store radioactive material German: *Ein Transportbehälter für radioaktives Material.*

– From Maria Neiden: In metallurgy, a mass of metal (e.g. cast iron, copper, copper or lead) cast in a simple shape for transportation or storage, and subsequent processing. German translation: **Block, Barren, Zain** (oder sogar Gans und Schwein).

– From Herbert Pomerance: A Geiger-Mueller counter or a proportional counter for beta and gamma radiation must be kept out of the background radiation. The horizontal pigs or vertical pigs were about ten inches in diameter and fifteen inches long, cast of lead.

Glory hole (IV,5) – From V. N. Nekrassoff: An opening through a reactor shield, and, generally, through the reactor reflector, which permits a beam of radioactive particles or radiation to be used for experiments outside the reactor (in contrast to "in-pile" experiments). German: *Strahlenöffnung.*

– From Maria Neiden, Cleveland, Ohio: An auxiliary furnace for finishing glass ware. German: **Einbrennofen** (glass mfg.), **Hauptbestrahlungskanal**, which latter, I suspect is the appropriate German equivalent in the given context.

–From Herbert Pomerance: At Los Alamos, the scientists built a reentrant tube to serve as a beam hole and called it the "glory hole" after the usage of the glass industry for a peephole into a furnace.

Durchgasbarkeit (IV,4) – From F.E. Schacht, West Hartford, Conn: For -barkeit words "potential" or "capacity" are often useful possibilities. Hence: "gassing potential" or "gassing capacity" (of the furnace load).

– From the Which of And/Or: Permeability (to gases) or (gas) permeability.

– From Vladimir Nekrassoff: In blast furnaces, the stack is kept full with alternating layers of coke, ore and limestone. Coke is ignited at the bottom and burned rapidly with the forced air from the tuyeres. The materials mentioned represent the **Schüttung**, and the **Durchgasbarkeit** – the ease of passage of the forced air – depends on the density and grain distribution of the respective materials.

RMC test (IV,5) – From V. N. Nekrassoff: Rat mast cell (test for allergic reactions).

Lerchenfalke (IV,5) – From V. N. Nekrassoff, Ottawa: A colloquial German name for Baumfalke *(Falco subbuteo)*, the hobby. Some 25percent of its food consist of skylarks; hence the alternative name.

– From Richard Winston: "The hobby, *(Falco subbuteo)*.

ON CHAIRBEINGS

(In response to the italized note from the Editor on page 7 of the June/July 1975 issue of the ATA Chronicle)

My gettum sick with epicenities. Though no "cat", I object highly to this modern neutering. Since the position in question is held by an animal placed there by the rest of the "body" (directly or indirectly)

Be such in- or recumbent Henceforth
Known as CHAIRCREATURE

still animate, indistinguishable as to sex and — probably — practically hu(wo)man!

Also let us do away with directors who include directrices where the context shall so admit, and directorates which cannot be metamorphosized into directrizates. Consistency demands there shall be no such things as governors (even on sources of motive power), authorities or authoressities, etc. etc.

In fact the adder the libber, the anner the archy!

Which of And/Or

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MELLON BANK TO INITIATE INTERNSHIP PROGRAM FOR TRANSLATORS

In cooperation with the Translation Center of Carnegie Mellon University, Mellon Bank will initiate an internship program in non-literary translation for under-graduate and graduate students in a language major or minor program. Mellon Bank is the first Pittsburgh company to offer a program of this type for translators, affording them the advantages of a working situation and the chance to learn business and banking terminology and develop translating skills.

Students for internship are selected by the Department of Modern Languages and Literature of Carnegie Mellon University and placement is made with the approval of the supervisor of Mellon Bank's Translation Section. One specific pre-requisite is that the student successfully complete one semester of technical translation workshop in the language(s) of his or her major.

The internship will last one semester and the student will earn three semester credits applicable toward the fulfillment of the degree requirements.

P.E.N. TO PRESENT TRANSLATION GRANTS

Muriel Rukeyser, president of the American Center of P.E.N., the international organization of writers, and Gregory Rabassa, chairman of the P.E.N. Translation Committee, have announced that approximately five grants of from $1,000 to $2,000 will be awarded to young translators for work in progress.

Preference will be given to translators under the age of thirty-five and working with the less diffused languages, such as those of the Near East. The aim of these grants is to encourage young translators, who face particular difficulties. The translators themselves are not known to the publisher, and most likely, if they are working with the less diffused languages, the author whose work they are translating will also be unfamiliar.

Interested translators who have a work in progress should write a letter outlining their educational and literary background, with special reference to their linguistic skills, experience, and training, and discussing their goals both in terms of the immediate project and as a professional translator, to The P.E.N. Translation committee, P.E.N. American Center, 156 Fifth Avenue, New York, NY 10010. The letter should be accompanied by a sample pf their current project: for prose, one chapter (about 20 pages) with an outline of the work, and for poetry, about 10 pages. There is no application blank.

Contact P.E.N. **as soon as possible.**

For further information, call:
Kirsten Michalski, 212/255-1977

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U.S. Affiliate of the International Federation of Translators

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WHAT'S IN THE BOX?

ATA CONVENTION — 1976

STANFORD UNIVERSITY

AUGUST 7 — 8

REMINDER FROM ATA TREASURER, MARGUERITE CHESBROUGH:
1976 MEMBERSHIP DUES ARE DUE. MARCH 31st IS THE DEADLINE.

WHAT IS ATA? – The American Translators Association (ATA) was established in 1959 as a national professional society to advance the standards of translation and to promote the intellectual and material interests of translators and interpreters in the United States of America.

FROM THE EDITOR'S DESK . . .

What is in the box? Your Editor, possibly. But I hope my particular box holds a year's worth of better, more timely issues of the CHRONICLE. And I hope no surprises pop out, like the operation that recently laid me low. My first resolution for 1976 is to clarify our production situation. Please note the following:

- In addition to being your CHRONICLE Editor, I have a more-than-40-hours-a-week job as technical editor for a large chemical company. I am presently also a busy free-lance translator.

- When I was convinced to become CHRONICLE Editor, I had no idea that I would be typing, and I have no wish to continue doing so, nor do I have the time. However, farming out the typing to various people is unwieldy at best, and requires considerable correspondence and coordination, which is equally time-consuming. It does not speed up the production.

- With the kind cooperation of the ATA Board of Directors, we are on the verge of solving the problem by using the proceeds of advertising to finance typesetting on the IBM Composer. Advertising money may also help us break out of the 12-page, one-ounce, 13-cent format.

- Using a less expensive mail classification than first-class mail would allow us to experiment with more and larger pages, but that decision cannot be made by the editor. Unfortunately, mailing costs help keep us boxed in.

- Our preference for the Composer is not based on esthetics, although the type is more legible than that of my typewriter. The typesetter is handy to my home and can turn out reproducible copy overnight. More important, my limited time will be freed for editing and soliciting new items – and *that* is what I contracted for. By using our fast typesetter, we can keep current and become a ***news***paper. Besides, we can get more news per page for our mailing dollar.

Please help us keep the box filled. It will be our fault if we don't print timely items on schedule but, out here in the boondocks of Michigan, we need your help in collecting items of current interest.

Ainsi soit-il

Henry V. Lewert

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